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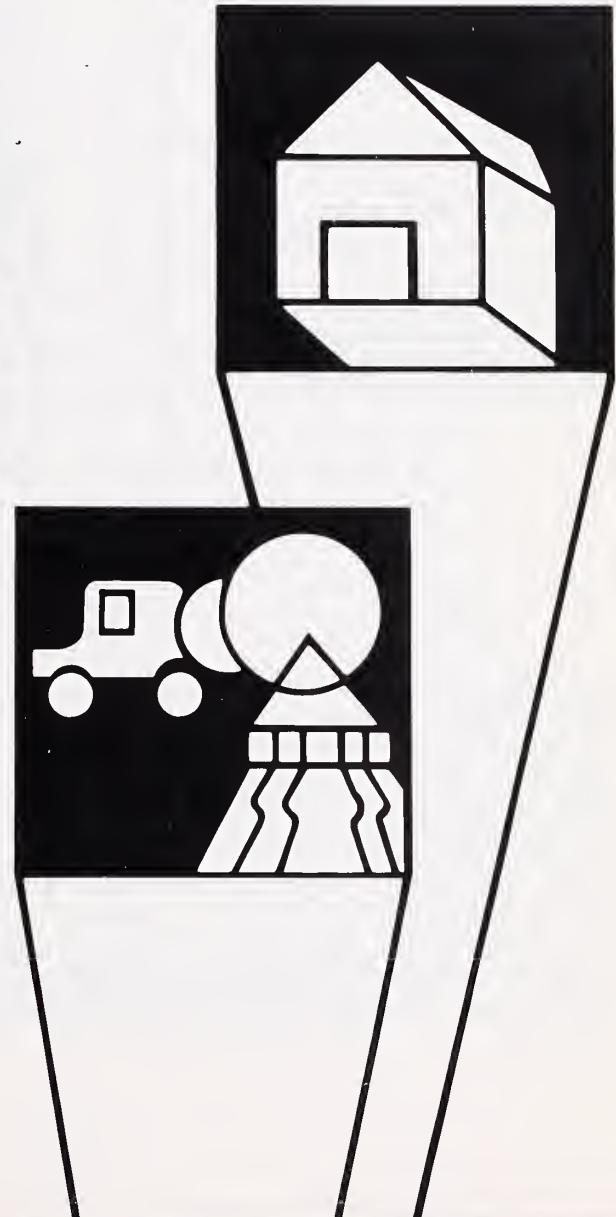
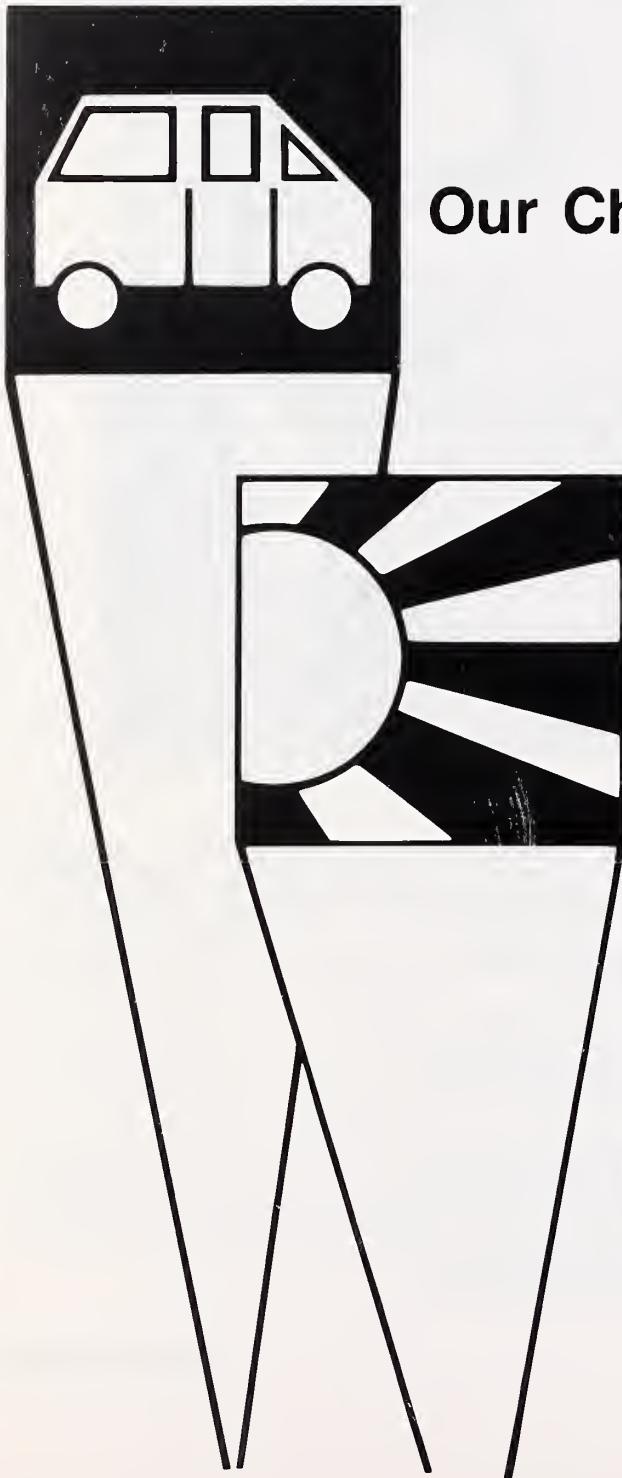
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EXTENSION
SERVICE
review

U.S. Department
of Agriculture
November
and December
1977

Our Changing Environment



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Secretary of Agriculture

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A Note from Our New Administrator



Messages from new administrators usually talk of change. Yes, the setting for Extension is changing. We face new tests. But I believe our ultimate purpose is the same as always. It's to help improve the well-being of people. Two questions follow: How are we going to further that goal in the years ahead? And, which people?

If we respond to these questions with renewed confidence, a spirit of cooperation, imaginative ideas, and a missionary zeal, I am convinced that Extension can make a tremendous difference in the lives of untold millions.

I am proud to be the new Administrator of the Extension Service. I look forward to working with you, and wherever possible meeting you personally. I invite your ideas on how, together, we can convert the problems some see ahead for Extension into bold new opportunities to help people help themselves.—W. Neill Schaller

Contents

Solar energy — a "hot" topic in Colorado	4
Tuning in — saves energy, saves dollars	7
"Hands-on" home repairs	10
Don't say "no" to Elsie	12
Paratransit — an alternative for rural America	14
Shacks to stability through self-help housing	16
Update on pesticide applicator training	18
High scores with low-cost input	18
Slide strategy trains troops for pest war	20
21,500. . .and still counting	21
Environmental education for educators	22
"The struggle isn't over yet"	24
Pocket Watch	27
People and programs in review	28

Solar energy — a "hot" topic in Colorado

by
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Colorado State University



The Solar Energy Symposium toured Solar Energy Applications Laboratory (SEAL) homes.

Is solar energy affordable? Can I add solar collectors to my house? How do I know whether I'm buying good solar equipment? Is it a "buyer beware" market?

Those are some of the questions answered in the Solar Energy Symposium for Homeowners sponsored by county offices in the front range district of the Colorado State University (CSU) Extension Service.

Beginning

The solar symposium proved to be a "hot" topic for residents, as more than 2,000 attended during the first 6 months they were offered.

"We began in 1976 thinking that 'if we get 60 people, it will be a success,'" Jim Adams, Jefferson County director, said. "Instead, we had to cut enrollment off at 125 and offer the symposium again and again."

Solar education was not totally new to Extension programming in Colorado. It began in March of 1975 when Larimer County 4-H Agent Polly Allen coordinated a mini-course in energy conservation and solar education for 4-H families.

"We were looking for a family project—one in which every member could become involved," Allen said. "An energy workshop proved to be the answer." Four resource persons led how-to sessions on building solar cookers and solar food dryers. Residents learned how to calculate home heat losses and also toured solar homes.

Expansion

A year later, other Extension offices became interested in the project. Allen's "family involvement" project mushroomed into the Solar Symposium for Homeowners, in various areas of the state. In Colorado's mountainous Summit County, (population 4,000), County Director John McClave co-sponsored on all-day seminar with area realtors and

bankers for 125 homeowners in Breckenridge. Extension offices in metropolitan Denver, agricultural Weld County, and Larimer County—home of CSU—offered evening symposiums.

"Interest in solar energy developed as county agents realized its importance, and we knew we had the responsibility as well as the potential of taking our university's solar research information to the public."

Solar research

The CSU solar research center—the Solar Energy Applications Laboratory (SEAL)—has collected data on three types of solar systems. A village of homes using solar energy is one result of this research program. Solar air conditioning as well as heating is studied. Several SEAL staff members were anxious to share research findings with consumers, but had no public information budget. The information dissemination system of Extension Service provided the necessary educational vehicle.

County Extension offices teamed together to plan programs. Staff members from SEAL, Extension specialists, and engineering consultants were scheduled to discuss passive and active solar systems, retrofits for existing homes, and architecture. An overview for the homeowner—including the hardware involved, architectural concerns, site selection, financing and payback periods—is also part of the program. An educational solar packet, printed in one central office for all counties, was distributed to participants.

Susumu Karaki, associate director of SEAL, often covers the basic ground rules for solar systems at symposiums. How-to instructions for installation are not given, but a number of technical rules to help consumers with their solar "shopping" are offered.

Additional programs

Programs are localized as county business representatives present cost analyses and loan information, while legislators and county planning or building department representatives discuss current legislation and ordinances affecting solar energy. A local public utility company representative then discusses insulation and other energy conservation tips.

Although designed for "homeowners," Extension agents found the symposium participants often were contractors, architects and engineers—"people who are trying to update themselves on technical information in their fields," Adams explained. SEAL offers week-long courses on campus for these people, but many prefer the two-evening course."

To meet the specialized needs of symposium participants, many solar "spin-off" classes were offered. Two counties designed followup classes for realtors and lenders. Solar tours to SEAL, businesses, and homes were included. Home economists sponsored solar food drying workshops. A consulting engineer taught a special Extension-sponsored program on solar greenhouses.

Rural residents in Adams County attended a specialized session on "Alternate Sources of Energy for Agriculture." State agricultural engineering specialists and business representatives covered methane gas, sun, wind, hydrogen, and solar energy. Detailed plans for building solar panels, modified plans for hot water heating, and plans for grain drying were distributed.

"Our attendance for this one was not 'red hot,' but the commitment was great," Al Lesser, county director, explained. "We witnessed real changes as a result of this workshop. One-third of the participants immediately acted on

the information as one business changed to methane gas, seven individual's put solar energy in their shops, and three retrofitted existing structures."

Extension agents do not encourage participants to use solar, methane gas, or wind energy sources. People are encouraged to practice energy conservation and are given information on alternative energy sources. "We give them the facts and let them determine what they want and need for their particular family or business situation," one agent explained.

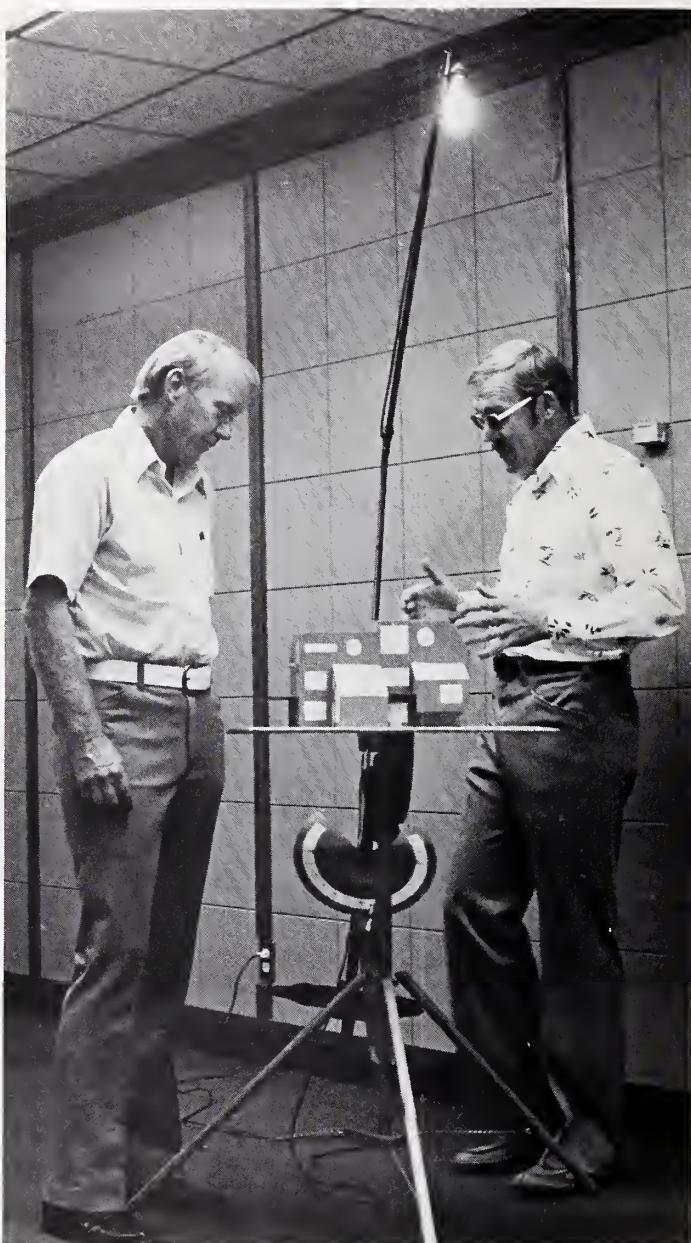
Cost

In case you're wondering whether solar energy is affordable, it depends on your finances. The initial equipment cost is high, but it will add to the value of your home and will pay for itself in time. One local financier reported he was "alone in his interest in making solar loans 6 months ago, but had since attended two seminars in his league." "Solar is coming," he says. "The only question is when."

Can you add solar collectors to your house? It takes more than "just" adding. If the house isn't insulated well and energy efficient already, solar retrofitting won't do much. No, you don't just add solar collectors to any building.

Is solar a "buyer beware" market? You bet it is. You need to know the basics of how solar works before entering business arrangements for solar or building on your own.

If solar is a "hot" topic for your Extension program, plan a solar energy symposium for homeowners to get the facts. □



Ralph W. Hansen (left), associate professor of agricultural engineering at CSU, studies a sun simulator designed by David Wagner (right), a Fort Collins consulting engineer.

Tuning in—saves energy, saves dollars

by

Gordon C. Webb
Radio Section Head
Media Services
Cornell University, New York

Getting today's consumer to listen to radio is fairly easy, since broadcasting is one of the most mobile of all media. Making busy listeners pay attention is difficult. Motivating them to write in is nearly impossible.

This is the problem Cornell's Media Services Radio Center faced when asked to participate in a Cooperative Extension energy conservation campaign. The campaign was aimed at getting a large amount of information into the hands of consumers in a short time.

The fall of 1976 found most of the Northeast concerned about energy.

During the winter of 1976-77, New York State (NYS) Cooperative Extension at Cornell University mounted an intensive information campaign on energy conservation. It was based on a series of 20 free consumer factsheets. These were promoted through newspaper releases, exhibits, and radio spots. The radio campaign won the New York State Broadcasters Association Radio Award for Outstanding Public Service Programming in 1977.

Format

For this campaign, maximum exposure was needed to drive home the message and create audience interest. Programs alone weren't the answer since stations tend to play them only once (often during poor air time). Spots or public service announcements (PSA's) can easily



Mike Veley (left) creates the sound of a china closet rattling, as Roy Blackwood brings another catastrophe to the character of George.

provide stations with short messages that can be "dropped into" their broadcast schedule throughout the day, and are often aired many times each before being discarded. Therefore the bulk of our effort went into producing taped PSA's. To provide stations with a variety of material, the spots were supplemented with recorded

interviews based on factsheets. **Treatment**

Our spots would make the audience really listen. The last thing we wanted was to fit into the mold of the usual public service spot.

Instead, we used dialog to carry the message "Save Energy—Save Dollars." Each spot was a slice-of-life dialog, with a touch

of humor for added interest—distinctive messages that would stand out in the listener's mind.

Characters

On radio a writer can play on the audience's imagination. At the same time, depending on sound alone to convey the idea places certain restrictions on the message. The characters, for example, must be made crystal clear from the beginning. What they say, and how the actors deliver the lines, must give the audience an immediate clue about the personality of each character. Often, especially in the format we were using (30- and 60-second messages), the use of stereotypes becomes necessary.

So, we created George and Ethel—the "typical American couple coping with the energy crisis." George is an egotistical, bragging know-it-all, who tries desperately to solve the family's energy problems. The trouble is that he doesn't know quite as much as he thinks he does. Ethel, on the other hand, is cool, calm and very bright, in a quiet way. She lets George be the "man of the house" until he bungles something (and he almost always does), at which time she delivers a subtle coup-de-grace, leaving George speechless.

Situations

The situations within which the characters work could happen to anyone. While the plots are often exaggerated for comic effect, they depict problems that face most consumers today. This is illustrated in the 30-second spot on "Your Energy-Efficient Automobile" which accompanies this article.

Production

Donald Price, chairman of the Cornell Energy Task Force, reacted with enthusiasm to a "fresh" approach.

The main parts were cast from our own department staff. Produc-



Richelle Dade (Ethel), Mike Veley (sound effects), Roy Blackwood (George) and Gordon Webb, writer-producer, tape the energy spots.

tion Assistant Richelle Dade made a perfect "Ethel," and Human Ecology News Service Editor Roy Blackwood played "George" to the hilt. Both turned out to be "naturals" in front of the microphone.

The spots, true "mini-dramas," included many of the techniques that made the 1930's and 40's the "Golden Days of Radio." Sound effects frequently set the scene or punctuated a line, and in some cases the sound itself added a humorous touch.

Your Energy-Efficient Automobile—30-second Spot

SOUND: *AUTOMOBILE ENGINE, THROUGHOUT*

GEORGE: Notice how I'm driving a little slower lately, Ethel?

ETHEL: Uh-huh.

GEORGE: Saves gas, you know. . . and Fred's going to give her a complete tune-up Thursday. Get better mileage that way.

ETHEL: I know George!

GEORGE: Yeah, I figure we're doing about all we can to save energy. (ENGINE STALLS) Guess we. . . (ENGINE TURNING OVER)

ETHEL: We're out of gas, aren't we George?

GEORGE: Now, Ethel—I know it looks like we ran out of gas. . .

ANNCR: Ask for Fact Sheet number 19, free—from the County Cooperative Extension office.

SOUND: *LOGO UP AND OUT*

Results

The 20 spots were distributed beginning in January, during the peak of one of the worst Northeastern winters in recent memory. Bad weather helped create a market for the materials. Reply cards from stations indicated they liked this approach. Besides providing information on the number of airings, many added unsolicited comments, such as:

"Good. We like the creativity."

"They are well put together."

"Excellent. Keep them coming."

"Send the rest of the series ASAP."

The statistics were encouraging,

too, with more than 5,000 airings logged during the first month. This enthusiastic station response continued through May, when—at the conclusion of the campaign—the spots had been aired more than 18,000 times on 90 different stations throughout the state. The material was well received even in the New York City market, where one station alone indicated more than \$15,000 worth of public service time through its computer billing system.

Did the energy campaign succeed? In terms of reduced energy consumption, it's really too early to tell. However, based on our initial goal—providing people with energy tips—the total campaign

was a huge success.

As a result of radio spots, combined with newspaper features, and other promotional methods, NYS Cooperative Extension succeeded in placing more than 2 million copies of the energy factsheets in the hands of consumers in 5 short months. These were distributed by energy coordinators in county Extension offices.

From a media standpoint, most important is the knowledge that even for public service spots, radio stations appreciate fresh, creative material and award valuable air time to organizations that produce it. □

“Hands-on” home repairs

by
John K. Polgreen
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Cooperative Extension Service
University of the District of Columbia



“Learning by doing” is still the best teacher.

Don't vacate—renovate! That's the theme of Extension home repair workshops in the District of Columbia.

This program offers help to those residents who face rapidly rising home maintenance costs, and who may even lose their homes. This innovative, community-centered program often means the difference between staying in or leaving a neighborhood.

In a city where whole neighborhoods border on destruction, in the face of changing real estate values, the impact of self-help for the homeowner is significant.

Basic home repair course

In developing the home repair workshop, the first step was the creation of a basic course. This course would help any homeowner who had little or no repair or maintenance skills and little money to take care of minor problems that often cost a considerable amount to remedy. After surveying community needs, a home repair program was developed by Extension personnel in Texas, further refined in Michigan, and then adapted to the special needs of the people in the District of Columbia. It includes sessions on

wall repair and wall fasteners, windowpane replacement, basic plumbing repairs, weather-stripping and caulking, and electrical repairs.

The key word for this basic course is "hands-on". Participants learn by practicing—rather than by observing—and class sizes are small, so that everyone can try out the new skill.

First round

In November 1976, after a year of research and planning, the first round of the Basic Home Repair Workshop got underway in three locations: Takoma School in the far Northwest part of the city, Claridge Towers in the Northwest, and the Old Anacostia Home Repair Information Center in the Southeast area. This center was established as a joint effort of the District of Columbia Cooperative Extension Service, the Metropolitan Washington Planning and Housing Association, and the Neighborhood Housing Service. Approximately 100 residents, including many families, completed the first round of sessions and received certificates for their accomplishments.

Second round

January saw the creation of three new centers—a permanent workshop facility in the District of Columbia Extension office, plus

two "portable centers" at the Southeast Branch Library and at the Ayuda Legal Services, on Columbia Road. Classes were held at the three new locations and at the Old Anacostia Home Repair Information Center. In Anacostia, despite the bitter cold, more than 100 people showed up for the program. This resulted in scheduling two new classes to meet the demand.

By this time, enthusiasm was running so high at the Anacostia Center that a home repair club was formed with people sharing their skills in each others' homes. Participants from the first session became "Junior Instructors" and assisted the new students in learning home repair skills.

Round three and beyond

The success of the first two series of workshops resulted in more attention for the program, as word of its success spread. Enthusiastic articles appeared in the *Washington Post* and other local papers. Television coverage quickly followed. One editorial television director gave the program a hearty thumbs-up, while a news reporter was so excited that he came back to join round three as a student after completing his feature story. □

by
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College of Agriculture and
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The University of Connecticut

Don't say "no" to Elsie

"Telling me 'no' doesn't work," asserts Elsie Fetterman, Extension consumer specialist at the University of Connecticut.

But that does make Elsie work. It makes her work to prove that the accomplishment someone said "no" to was not only possible, but would be done—she'd see personally to that.

No budget for it? No staff? Just a hurdle to leap. She would find a way.

There's a long string of anecdotes on what has happened when someone said "no" to Elsie Fetterman. I'll touch on a few.

The school where she taught home economics in 1949 had no refrigerator for her classes. The principal told Elsie the school could not afford one, and that she could keep food cool in a closet on the north side of the building.

Elsie studied plans through which manufacturers would let schools have equipment for token sums. She measured space and drew plans for needed remodeling which would have cost very little. She presented this information to the principal, who firmly said "No!" No action could be taken. Elsie had already explained the plans to the chairman of the school board. When the principal made no mention to the board of Elsie's plan, a school board member brought it up and the board nullified the principal's "no."

"That," said Elsie, "was when I learned a vital lesson. Always tell more than one about your proposals, either in person or by

carbon copies of transmittal letters. This lets other interested persons know what is going on, what your objectives are."

At the moment, Fetterman is undertaking an assignment in the Office of Consumer Education with the U.S. Department of Health, Education and Welfare (HEW), on a year's leave from the Connecticut Cooperative Extension Service.

What sort of activities made HEW know that Elsie would be able to conceive, formulate, and implement consumer education projects?

Examples are legion.

In 1972, Fetterman undertook the production of educational television in Spanish, without any knowledge of the language, without money to hire translators, or actors.

Her first step was to call a conference of Spanish-speaking community leaders and professionals in Connecticut. Some three dozen came for the first conference. She asked them what they would want to see in TV programming for this audience.

The conferees said their people would not want lectures, panels, formalized school-type presentations and the like. They wanted education worked into dramatic presentations, with music, dancing—something pleasant to watch.

Next, Fetterman received a grant from the Connecticut Commission for Higher Education to provide money to pay for studio time for the shows at an educa-

tional TV station about 25 miles from the university campus.

"Cross-cultural" problems were frustrating. The productions were not completed by the time Elsie Fetterman went on sabbatical leave to Cornell University.

In spite of the fact that often the volunteers did not show up on time or even at all, Elsie paid her own expenses for car and plane to Hartford from Ithaca, N.Y., and was always on time. Eventually some money had to be found to pay nominal fees to the "volunteers" to get them to produce something that they had said they wanted—and which was to help their own friends and neighbors.

I asked Elsie why she struggled so on this project when all signs in two languages said "NO." She responded that her mission in Extension was to reach any groups who said they wanted the information and in whatever ways they could receive it. If cultures and values were different, the responsibility was hers to find a way to make the teaching work, not theirs to change their culture.

The struggle was great, but in the end, two good TV shows were taped in color. These are still being used in various parts of the country, and Elsie hopes for funds to duplicate them for even wider use.

Elsie Fetterman became Extension home management specialist at the University of Connecticut in October 1966. Extension and consumer education in Connecticut, and the Nation, have benefited from her inventiveness, initiative,

and courage ever since.

During her first month on the Extension staff, she declined to take "no" from presidential consumer advisor Betty Furness. At that time, Connecticut banks had sent thousands of credit cards to people who had not asked for them—including one of her children, a minor.

Fetterman saw the danger in all this, to the consumer and perhaps even to the banks themselves. She scheduled a big consumer day at the University of Connecticut and proceeded to set up a program. Fetterman sought the presence of Furness, but was turned down.

"What a pity!" Fetterman retorted over the phone, "that the person our tax money is going for cannot come the short distance to Connecticut to speak to some 1,000 people from 50 organizations representing the 928,000 citizens of Connecticut."

The "no" melted to a "yes" and Betty Furness and others spoke to more than 2,000 people—and that on a night in November when an early snowfall had made roads slippery and driving hazardous.

That was the beginning of the many consumer programs Fetterman has tackled and completed in the past decade for the Co-operative Extension Service. Without TV experience, voice, or style, she has initiated and emceed a successful 15-minute consumer education show on the second biggest station in the state for 8 consecutive years.

Her rapidly growing number of national contacts helped. When-

ever Fetterman hears—and her "antennas" somehow seem electronic—that some appropriate person is going to be in or near Connecticut, she corrals her or him for a taped interview.

A TV director who, after seeing her first couple of broadcast interviews, and noticing how overly strong she "came on" and the voice that was by TV standards strident, said "She won't do! The program's OK but we'll have to find a better TV figure for emcee."

But the program was Elsie. The genius of selecting and obtaining guests was Elsie. The knowledge of subject matter and skill in asking questions that would elicit answers of educational value to the TV viewers was Elsie. Elsie stayed; and fan mail came to prove her worth.

Fetterman was also founder of the Connecticut Coordinating Council for Consumer Affairs and became its first president. With many business associations as members, she recognized the great value in consumers and business working together as friends—not enemies.

The last two Connecticut governors have appointed her a member of the Governor's Consumer Advisory Council, on which she is serving as chairperson for the term of 1975-1979.

In 1976, Elsie Fetterman received a superior service award from the U.S. Department of Agriculture (USDA) for her Extension work with consumers.

Even USDA can't say "no" to Elsie! □



Allen Ludden and Elsie Fetterman in a recess during videotaping of *You Owe It To Yourself*, at WTIF, Hershey, Pa., in 1973.

by
David A. Zarkin
Extension Information Specialist
University of Minnesota

In the past, the transportation needs of rural Americans have been overlooked in favor of urban needs. New emphases under present rural transportation programs funded by both federal and state agencies have brought a change in this trend.

These programs can substantially improve the mobility and quality of life of rural residents and encourage community development and growth. Local government officials in rural—as well as smaller urban areas—are discovering a growing demand for better transportation, even as costs continue to rise.

Shaping transit to fit the market needs of a community through paratransit systems—the transit modes that fall between private vehicles and conventional public transit systems—is gaining acceptance. A growing body of policies and programs, both public and private, is developing around them.

Paratransit may be the only practical form of transit for rural areas with their wide dispersal of residences, jobs, schools and ridership. Paratransit has received much attention recently as a way to bring transportation to low-

PARATRANSIT— an

density areas. It is distinct from conventional bus and rail transit. Types of paratransit include dial-a-ride, shared taxicab service, jitneys, subscription bus, car pools, van pools, and short-term car pools, either company-owned or rental.

Recognizing that a variety of programs of paratransit experimentation and demonstration are needed, the University of Minnesota Agricultural Extension Service and Continuing Education and Extension (CEE), in cooperation with several state agencies and other organizations, sponsored a 3-day Paratransit Conference in the spring of 1977 in Minneapolis.

People from throughout the United States joined experts from universities; federal, state, and local agencies; and private industries at the conference. The 200 attendees participated in workshops on rural and small urban transportation, metro and urban transportation, taxis, special needs, and vanpooling and carpooling.

A display of prototype paratransit vehicles provided by the Urban Mass Transportation Administration (UMTA), Washington, DC, gave conference participants an opportunity to visualize the shape of things to come.

Although most rural areas are growing faster than urbanized areas because of a continuing disenchantment with urban living, public transportation in rural areas generally is inadequate, according to a recent survey by the U.S. Department of Transportation. A substantial segment of the rural population has limited or no access to an automobile, and is identified as "rural transportation disadvantaged."

These "disadvantaged" are persons in rural households who do not own and operate an automobile because of low income, or have an automobile in such poor condition that the cost of repair cannot be justified. They also include rural persons who do not own or operate an automobile



alternative for rural America

because of advanced age or physical or mental impairment, and persons left without automobiles when the principal wage earner drives the family car to work.

Improper planning has led to inefficient services, low levels of vehicle utilization, and costly services, according to a report from the Institute for Public Administration. If a transportation system is designed improperly, its routes can be drawn aimlessly and equipment purchased before routes and schedules are even planned. Rural transportation systems must be undertaken with some advance idea about system objectives, such as: service area, potential patrons, and trip purposes.

"Most of the systems I see don't have any objectives," said Kay Regan, UMTA program specialist, Washington, D.C., at the rural issues workshop. "Is the intended clientele really being transported?" is a question Congress is asking of programs supported

with federal money.

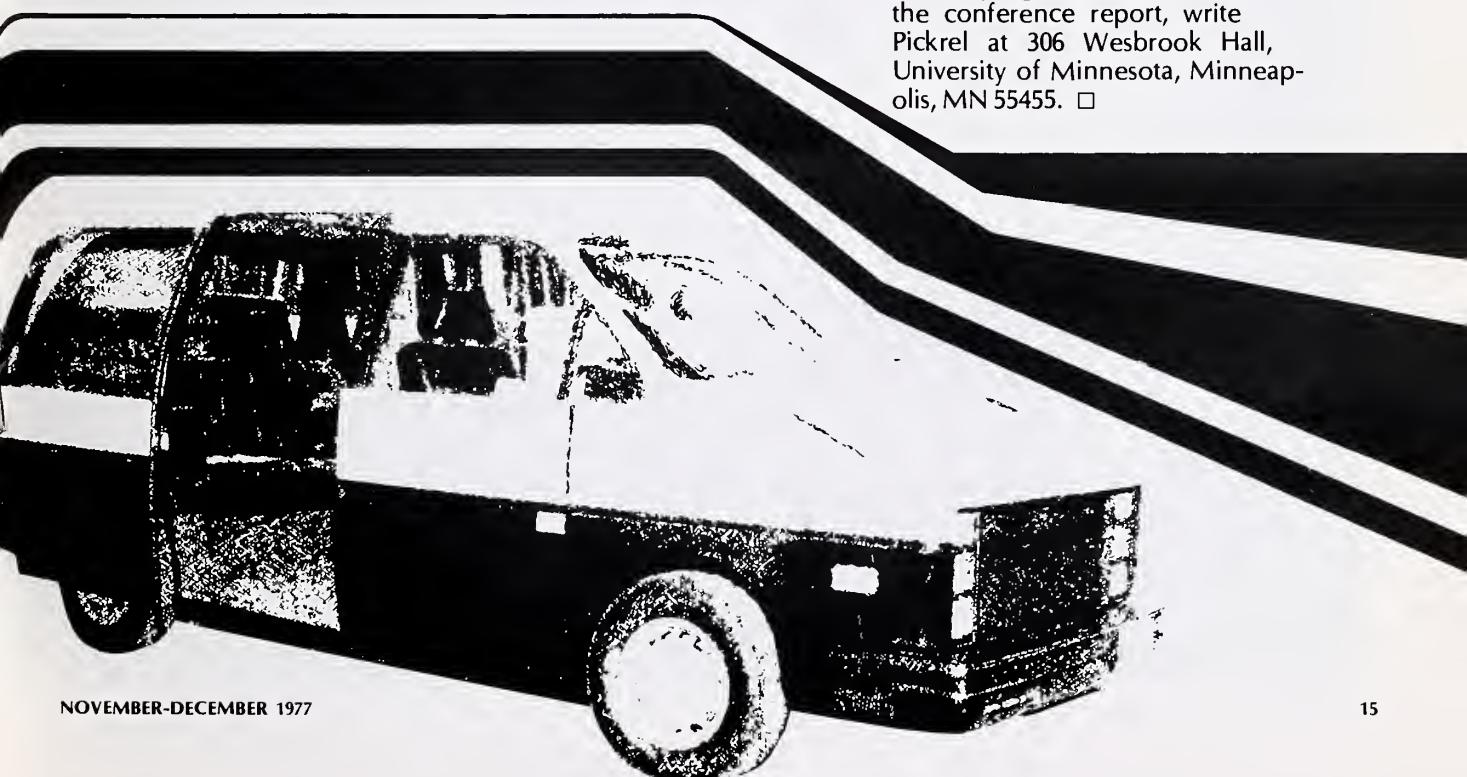
"We are also seeing some duplication. . . . If there is going to be duplication at some point. . . . we want to avoid that. There is only a certain amount of money to provide transportation," she added.

University of Minnesota Extension agricultural economists Steve Levy, Harald Jensen, William Easter, and Jerry Fruin say lack of transportation can place severe limitations on older Americans. These transportation deficiencies are more acute in rural than urban areas because of sparse population and the difficulty in organizing daily transportation services. They provide information for persons planning transit systems for rural older persons. Costs of six alternative transportation modes are analyzed in "Developing a Transportation Program for Older Rural Americans," *Minnesota Agricultural Economist*, No. 588, April 1977. Single copies are available from Jerome W. Hammond, Department of Agricultural and Applied Economics, Uni-

versity of Minnesota, St. Paul, Minn. 55108.

Paratransit vehicles that are accessible for the handicapped and elderly are being developed by UMTA through its Paratransit Vehicle Project, and these vehicles were on display at the conference. Most taxicabs, which constitute the largest percentage of paratransit vehicles, are slightly modified private passenger automobiles, designed primarily for appearance rather than function considerations. The design has made these conventional automobiles difficult for elderly persons to get in and out of. An UMTA regulation states that local transportation planning must include special efforts to plan mass transit facilities and services that can effectively be used by elderly and handicapped persons.

Co-chairmen of the planning committee for the Paratransit Conference were Luther Pickrel of the Agricultural Extension Service and William Rogers of CEE. For additional information about the paratransit program and copies of the conference report, write Pickrel at 306 Wesbrook Hall, University of Minnesota, Minneapolis, MN 55455. □



Shacks to stability through self-help housing

by

Doris Henrique
Asst. Agricultural Editor
University of Delaware

Four years ago the rural community of Laurel, Delaware, officially annexed a 98-acre tract of land known as West Laurel—a section containing some of the most blighted housing to be found on the East Coast of the United States.

Today the community is well on its way to resolving its most critical housing needs and has embarked on a full-scale redevelopment campaign financed with a series of grants in excess of \$1.5 million.

Housing in West Laurel consists of various kinds of shacks—old 8 x

8-foot chicken houses, former roadside motel cabins, and old trailer homes. Out of 259 of these dwellings, only 10 or 12 are structurally sound. Some units have no electricity. None have indoor toilets or hot running water. Many lack any plumbing at all and families must draw water from nearby wells or a creek.

Approximately 1,300 people live in West Laurel. Ninety-three percent of them are minorities who came to lower Delaware looking for seasonal employment. In general, the citizens of the town of

Laurel own their homes, so from the beginning there were few rental units available for these newcomers. Often they were forced to accept the makeshift housing provided by a handful of landowners in West Laurel.

The situation gradually worsened. Many units would have been condemned as uninhabitable. If there were any other place for these people to live.

For 6 fruitless years, the community leaders of Laurel sought a way to correct these critical housing conditions. In July 1974,



the situation changed.

Pilot effort

Representatives of the College of Agricultural Sciences at the University of Delaware invited Laurel to participate in a pilot redevelopment project under Title V of the 1972 Rural Development Act. They chose the town for assistance partly because of the demonstrated willingness of leaders to work to solve their housing and other community problems.

Two Extension community resource development (CRD) agents at the University of Delaware's Georgetown Substation provided research and technical advice for the Laurel project.

"Title V assistance was concentrated on two parts of the town's overall redevelopment plan—a 39-unit mobile home park and a riverside recreational park," said CRD Agent Daniel Kuennen. These are both now completed.

Interim housing

The mobile home park is designed to provide interim housing for residents of West Laurel while permanent, standard low-income housing can be arranged. The mobile units for the park are leased from the federal government. They were moved to Laurel in 1974 from Wilkes Barre, Pa., where they had been used for temporary disaster housing after Hurricane Agnes in 1972. Students in shop classes at the Laurel High School helped recondition the units.

In July 1975, the Delaware state legislature appropriated \$255,000 for the construction of the mobile home park. That August the town also received a grant of \$250,000 from the U.S. Department of Housing and Urban Development (HUD). Kuennen and Robert L. Meinen, rural development research and extension agent, (now employed by the state park system of Nevada) helped the town prepare the application for this second grant. Money from the HUD grant has been used for the

mobile home park, for buying property for a senior center, for constructing a new water tower, and for purchasing some West Laurel properties for redevelopment.

In the fall of 1976, the mobile home park was completed, with families moving in during October and November.

The Title V Extension staff assisted town officials with the mobile home park in several ways. First, they surveyed the families living in the blighted West Laurel area. The data collected was then used to identify residents of substandard housing and find potential applicants for the mobile home park. Seventy-eight percent of those polled said they favored the projected changes, including a possible move to the park.

Family training

Survey information gathered has also been used in developing a family living program for park residents under the direction of Extension Family Living Agent Betty Richardson.

Richardson conducted several preoccupancy training sessions for West Laurel families moving into the mobile units. These covered decorating and moving tips, understanding your house, care of mobile homes, and pointers on simple housekeeping.

Post-occupancy sessions have included both group and individual assistance—much of it provided by Richardson and other Extension personnel through visits with the mobile teaching unit, known as MOTECH, which is housed at Delaware State College (Delaware's 1890 college). MOTECH is a program which brings Extension information to the often-overlooked people who live in crossroad communities throughout rural Kent and Sussex counties.

Renewal continues

The latest renewal effort in Laurel has been made possible through a \$559,000 grant under the new federal Public Works Act—designed to create jobs in the

ailing construction industry. The grant will be used to build a new firehouse. Town leaders found out about their eligibility under this Act through a series of workshops with the CRD agent.

Kuennen stresses that Laurel received assistance through a multidisciplinary approach, with many branches of Extension working together—people helping people help themselves. Personnel from both the 1890 and the 1862 land-grant colleges in Delaware have been involved in the program.

Assistance to Laurel is in a form which can be adapted by similar communities around the country. The Delaware Extension staff has prepared four publications based on field experience in Laurel: a mobile home park management guide, a community project checklist, a recreational park management guide, and a guide to small town police management.

Today, largely because of the impetus provided by the Title V project (now officially over), Laurel is a town with a much brighter future. With the revitalization still going on, private investors are now being encouraged to come in with their own enterprises. One out-of-state developer has built 39 middle-income rental units on the outskirts of town. A large chain drugstore is also considering locating there.

Kuennen, who likens Extension CRD work to that the Peace Corps does overseas, is pleased with these signs of growth. The town of Laurel still has a long road ahead as it pursues its comprehensive redevelopment plan. But it is well on the way. □

Editor's note—The Northeast Regional Center for Rural Development has prepared some excellent audiovisual (video-cassette and audio-slide) presentations documenting the Laurel project. For more information, contact the Center, 242 Roberts Hall, Cornell University, Ithaca, N.Y. 14850.

Update on Pesticide Applicator Certification

Since 1975, State Cooperative Extension Services have been training farmers and ranchers for certification of restricted-use pesticides under joint agreements among USDA, the Environmental Protection Agency (EPA), and state regulatory agencies.

By mid-1977, more than 847,300 private and 188,900 commercial applicators were certified. The following articles are only three examples of how each state has adapted this national program to fit the special needs of its own population.

by
Kenneth Kingsley
Extension Communication Specialist
Oregon State University

High score with low-cost input

Some veteran agents suggested an innovative response to an unusual educational challenge. The result—a broadcast television short course.

During the summer and fall of 1975, central staff specialists at Oregon State University (OSU), and county agents prepared to train 8-to 10,000 Oregonians for certification to apply restricted-use pesticides in each of the state's 36 counties.

By winter, pilot training sessions were initiated in several counties. That's when it became evident that traditional Extension delivery methods were not adequate.

Specialists found that demands on their time were much greater than anticipated as requests from agents for participation in the individual training meetings mushroomed.

Agents were also unhappy with the pilot program. Too many applicators needed to be certified. Highly populated counties required scheduling many meetings

to keep groups small enough to be effective.

The travel time and expense involved in sparsely populated counties made a series of meetings impractical. Neither agents nor farmers could afford the time away from other responsibilities. Finding meeting dates acceptable to a majority of farmers also proved difficult.

Early problems were not confined to the Extension Service. The state agriculture department couldn't test after each training session in each county. And, early testing indicated training was not uniform from county to county.

By spring 1976, it was apparent that Oregon's training program for private applicators would have to undergo a major reorganization. In June, at the request of several agents, a planning committee of pesticide specialists, agents, communication specialists, and administrators met to develop a mass-training program. Their consensus was that a television short

course was needed.

Fred Hagelstein, assistant director for agricultural programs, appointed a working team of four Extension educators to develop the course. They included Joe Capizzi, entomologist; Lloyd Baron, Washington County Extension agent, who has initiated the drive to revamp the program; and Bill Smith and Ken Kingsley, Extension communication specialists.

The team settled on broadcast television as a delivery medium, using both educational-public television and five commercial television stations to blanket most of the state.

The use of commercial television for short course programs was untried in Oregon. It involved obtaining public service time at predetermined hours on consecutive days, 6:30 to 7:00 a.m. Monday through Thursday. The state department of agriculture then scheduled examinations around the state on the Friday following the broadcast. A small-



Bill Smith and Joe Capizzi tape one of the four half-hour programs.

format videotape (1/2-inch) was also produced for use in areas not covered by the broadcast television stations.

The team developed four, half-hour television videotapes which include all material covered on the examination. They also produced flyers, newspaper releases, and radio spots to promote participation and encourage advance registration.

The Extension educators had developed the course so that people could learn proper applicator techniques and pass the examination for state certification. The team took a look at the low scores from the early pilot sessions. In some cases, people who knew the material were failing. Looking further, they discovered some people were simply unaccustomed to taking tests, so they built in some training on that, too.

The team collaborated on a "viewer's guide" for mailing along with two EPA-supplied reference manuals, to those registered for

the training. Both the viewer's guide and the videotapes contained practice questions with the correct answers identified and explained. The guides also told the reader where to look in the reference manuals for additional information on the material in each question.

A closed-circuit pretest of the program in one county indicated that exam scores were much improved over earlier pilot programs not utilizing television (an average score of 87 percent compared to 77 percent).

The television programs were broadcast in late 1976 and early 1977, and the results of the pretest were proved again by nearly 5,000 persons participating in the short course. In the pilot programs, only 76 percent of the participants made a passing score of 70 percent or better on the exam, compared to 94 percent who passed after completing the short course.

The program was successful in other ways. Agent creativity in

using broadcast television and videotape has given credibility to these media in other Extension programs. In one county an agent used broadcast television, a public access channel on local cable television, and the closed circuit facilities of a local hospital to reach all the farmers in his county.

In another county, 30 farmers who had no home television reception met in a local tavern to watch the programs via cable television. Other counties used closed-circuit television for the first time and were pleased with the ease of operation and effectiveness of small format videotape.

With nearly 5,000 success stories (certified applicators) as proof, the OSU Extension Service has shown it can reach a large population with personalized short course programs. It can be done by a united small team without major input of limited staff and dollar resources. □

Slide strategy trains troops for pest war

by
Gary L. Bennett
Extension Editor
Colorado State University



Bohmont and Seegmiller pick slides for the pesticide applicator training program.

A sleek and gleaming silver Rolls Royce glided to a stop at the curb. Tipping his cap, the chauffeur hurried around to open the door. As the four people settled into the opulent comfort of the seats, they were whisked across Hollywood for a late lunch and a chance to review the morning's studio work.

As he scanned the menu, Bert Bohmont, Extension agricultural chemicals coordinator from Colorado State University (CSU), felt good about the morning session. The sound was nearly ready to be mixed and all the film was processed and waiting in Colorado, where it had been shot on location. All that was left were the few finishing touches in the studio to the sound track, and some final editing of the film. Then, the production would be complete and ready for release.

Bohmont completed the eight-part, slide-tape series under a \$137,000 contract from the Environmental Protection Agency (EPA). More than 2,000 sets of the series which is based on the core manual, *Apply Pesticides Correctly*, have been distributed nationwide to county agents.

Bohmont's original proposal to EPA was for production of videotape recordings. After receiving the grant, he formed an advisory committee with membership from each of EPA's 10 regions. Later, EPA suggested that the format be altered to a slide-tape presentation.

"Scrounging slides from many far-flung sources and using art work from the core manual, Bohmont formulated a basis for the series. Two photographers from the CSU photo lab, Joel Draught and John

Messineo, shot an additional 9,000 photographs—733 of these found their way into the slide trays of the final shows.

When it came time for the sound, there seemed to be but one man who could fill the bill for the voice quality required. But Brad Crandall, a familiar voice on TV and radio commercials, was too busy to come to Denver. He would, however, be able to voice the script in Hollywood.

Accompanied by Carlos Seegmiller, a programs coordinator in the CSU office of educational media, Bohmont flew to Hollywood. That's where the trip in the studio's courtesy Rolls Royce occurred, something Bohmont describes as just a little out of the ordinary for most Extension education activities.

The original series, as ordered by EPA, includes eight subject areas: identification of common pesticides, pest control and pesticides, understanding pesticide labels, using pesticides safely for personal protection, safeguarding the environment from pesticides, application equipment for pesticides, calibrating pesticide equipment, and pesticide laws and regulations.

On his own, Bohmont has produced additional clips on pesticides in the environment; skin, eye and lung protection from pesticide exposure; proper handling, storage and disposal of pesticides; and a second version on equipment calibration.

Before it was all over, Bohmont knew there would be thousands of enemy dead and, if everything went as planned, few or no injuries within his own ranks. □

21,500 . . . and still counting

by

Fred C. Snyder
Director of Short Courses and
Correspondence Courses
College of Agriculture
The Pennsylvania State University

In Pennsylvania the mandated certification of persons as pesticide applicators provided an opportunity to educate large numbers of individuals in various facets of pest management and environmental quality. To date, more than 21,500 have been certified.

With the Pennsylvania Department of Agriculture designated as the certifying agency and the Cooperative Extension Service of the College of Agriculture designated educational unit, the state began a program that has been challenging, at times frustrating, and eminently successful.

To provide large-scale education in a limited time, without increase in staff or facilities, or a decrease in quality or quantity of ongoing Extension programs, a correspondence course was the method chosen.

Packets of educational materials were developed for 16 of the 18 commercial-applicator categories identified by the Pennsylvania Department of Agriculture.

The correspondence course technique was chosen for various reasons:

- An ongoing program of 110 noncredit correspondence courses provided knowledgeable and experienced staff in methods, procedures, techniques of developing courses; preparing materials and distributing them efficiently.
- Present facilities could handle the anticipated 30,000 enrollees.
- This method would require a minimum of involvement by county-based Extension staff.
- Enrollees could study at home when convenient until they were confident they knew the required material.
- Costs could be recovered from the enrollees.

A pilot study tested the value of correspondence courses and unproctored open-book examinations for certifying individuals to use restricted-use pesticides. Seven faculty members—both resident and Extension staff—prepared a 10-lesson correspondence course titled "Pest Management and Environmental Quality," plus a proposed certifying

exam. Topics included: pest management, weed control and herbicides, plant disease control, pesticide formulations and application equipment, and practices safe for people and the environment.

The pilot study involved random selection of 100 farmers in the northwest section and 100 farmers in the central portion of Pennsylvania. Each group was then divided into groups 1A, 1B, 2A, and 2B. Groups A received formal classroom instruction, while groups B received their instruction by the correspondence course technique. These groups were further divided into subgroups for additional testing.

Some data from the pretesting indicated: There was no significant difference in the final grade mean test scores of participants completing tests, whether the method of instruction was by correspondence course or by classroom workshops. Ninety-two percent passed, either way.

Respondents were asked to rate the course on the information it contained, completeness, clearness of presentation, ease in reading and understanding, and attractiveness. On a scale of five, the average of each item was rated as four or higher, with only 16 indications of needed improvement out of a possible 320.

With information from this study, the Pennsylvania Department of Agriculture chose the correspondence course to prepare individuals for the private applicator examination and adopted the open-book unproctored examination.

Regional pesticide inspectors from the State Department of Agriculture administered and proctored the commercial applicator certification. Examinations for both groups use true-false or multiple-choice questions. This permits machine scoring and the use of computers to record information, prepare mailing labels, print out the evidence of successful completion, and analyze data as required by the state.

As Extension educators, we believe the program has been effective, efficient, and economical. Now it's a matter of continuing certification—21,565, 21,566, 21,567 . . . □

Rediscovering the basic relationships of soil, water, plants and animals means better teachers and increased environmental awareness for Kansans, John K. Strickler, a Kansas State University (KSU) Extension forester believes.

With the help of several state and federal agencies, Strickler, who organized a 4-day Environmental Education Workshop, says environmental education is a process that can be integrated into all school grades and studies.

"The workshop we held at Rock Springs Ranch near Junction City, drew more than 100 teachers and other professionals who are concerned about the role of environmental education," he says.

"There never has been a time when environmental education was more important. Take a hard look at our current food and energy situations around the world. Here we can see a reflection of our past failures to teach basic environmental concepts."

Strickler, who is also chairman of the Kansas Advisory Council for Environmental Education, says the first Kansas workshop grew out of similar workshops conducted by the U.S. Forest Service around the country. He feels the key to a successful workshop is to draw participants from a broad representation of interests.

The workshop, conducted primarily outdoors, is a gradual process through which participants gain greater understanding of the environment. "The beginning of environmental education is to make people aware of their own surroundings and their environment," he says.

By working in small groups, participants find out that environmental problems are complex and environmental education is a must if we are to examine all sides of an issue and reach a balanced decision. By leading people through a process of inferences rather than doling out answers, the workshop concept teaches the simple idea that "none of us is as



Small group sessions in a natural setting contribute to the success of the Environmental Education Workshop. While one group examined a forest situation, other groups investigated soil, water and wildlife habitat. During the workshop, each group had an opportunity to investigate three of the four environmental aspects.

Environmental education for educators

smart as all of us".

Included in the 4-day session were an orientation; small group environmental investigations in soil, water, plant and animal habitats; an exercise in land use planning; and an environmental in-

by
Michael W. Sampson
Extension Specialist
Area Communications
Kansas State University



Bill LaShier and Sandra Sanders examine the growth of a tree.

vestigation in an urban setting at Junction City.

Instructors for the workshop were discussion leaders more than teachers, and were drawn from Forest Service (FS) and Soil Conservation Service (SCS) personnel. The Forest Service began the workshop idea more than 10 years ago, Strickler says, and has found that a mixture of people from a variety of disciplines makes for a better workshop than just a limited interest group.

"Nearly 60 percent of the workshop took place in the field with participants leading each other into discovering why some soil types are not suitable for housing developments, why some forested sites should be thinned, and why altering one aspect of the environment affects others. The beauty of the workshop and why it works is that it is impossible to go through the session and not get involved," Strickler says.

In addition to the Forest Service, organizations sponsoring the workshop included KSU's Department of State and Extension Forestry, the Kansas Advisory Council for Environmental Education, the Kansas State Department of Education, Bethel College, Emporia Kansas State College, Fort Hays State College, KSU, Pittsburg Kansas State College, the University of Kansas and Wichita State University. Several of the institutions offered college credit for those attending.

The first workshop was so successful that requests for additional sessions are already coming in.

"Ideally, we'd like to use some of the participants in the first workshop as instructors or interns in the next one," Strickler says. "If an environmental education program is to be effective here on a continuing basis, it has to be a Kansas program. We must further develop the educational and natural resources Kansas already has. What we really want to do is train Kansans to do the training in the future." □

"The struggle isn't over yet"

by

Lorraine B. Kingdon
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Cooperative Extension Service
Washington State University

It took 6 years of patient, non-ending struggle, but the Colville Indians finally won their battle with the government. The booty? —120 new homes for tribal members.

"The struggle isn't over yet," said Mary Lemery. As a charter member of the tribal housing authority, she sees a need for at least 450 additional homes.

In 1971, the tribal council established the housing authority, hired a housing director, and rushed into a housing survey.

Original members of the hous-

ing authority besides Lemery were: Glen Whitelaw, Father St. Hilaire, Al Hart, and Eddie Palmenteer. Harvey Moses became housing director, a position he still holds.

Marie Bremner, Ferry County Extension agent with Washington State University, helped design the houses. Working along with an architect, Bremner planned houses that were both attractive and easy to care for.

"We insisted on floor coverings that were smooth so they'd clean easily and not trap the dirt," she



The Cardens pose at their old home...

said. "The walls have an enamel paint that's smooth and easily washed. Lightly textured ceilings were put in, for the same reason."

To satisfy the Department of Housing and Urban Development (HUD), the authority had to talk to every member of the tribe within a month. Under HUD's standards, 450 members were eligible for home financing; however, only 120 units were funded.

"We thought our troubles were over," said Lemery. "Actually, they were just beginning."

"We wanted to build the homes ourselves, but HUD told us we'd have to find a builder with more than \$5 million financing. Next, the builder backed out, and the tribe discovered we'd have to mortgage land for the money. The project stopped right there."

They began again with the architect and Bremner designing plans to fit the unique housing needs of the Colvilles. "We felt that housing plans developed for people living in cities just wouldn't do for us," said Lemery.

"We didn't want large groups of houses all shoved together; also many of our families needed homes that could grow with the family," she added. "Our scenery is beautiful, and we want to enjoy it."

"The government didn't see it our way, not for a long time," Lemery continued. "We're the first tribe to persuade HUD to allow the kind of housing we knew we needed."

Bremner, the Ferry County agent and Lemery were the first to insist on another concept that the government found novel and somewhat upsetting. They believed the eventual tenants should be able to choose the color of their own houses, floor coverings, draperies, and even select the counter top colors they liked.

"We believe people will just naturally take better care of their homes if they have a say in how the house looks," Bremner explains. "We finally got what we wanted, and it's working just that way, too."

Northern Washington cold winter weather made other changes necessary. The houses feature metal roofing for protection against heavy snowfall.

Power outages are quite common on the reservation, so the new houses also have fireplaces to burn wood.

About the time the designs were complete, the architect left. Another slowdown. A federal moratorium on the HUD housing program was then declared.

A year later the project began again. "We practically had to start over," said Lemery. "We had to get a new bid proposal, a new list of eligible families—and that meant getting new land titles all cleared up—everything."

By July of 1975, the bids were in. More trouble. "The lowest bidder just didn't meet our specifications," said Lemery, "even though HUD wanted us to accept that bid anyway. "We wanted the houses built from the ground up right on the reservation so our people could be employed. This



... and their new one.



Marie Bremner (left) and Mary Lemery go over site plans.

builder was going to build modular homes someplace else and truck them to the reservation."

In January, 1976, the housing project was resubmitted for bids; in March, another builder received the bid; in May, the Labor Department entered the fray to get higher wages, and a last minute problem developed about getting clearance for power lines.

Building finally started in July, and the first units were ready to move into by December.

By then, some families had given up. "Two weeks before she could have signed a contract, one woman who had waited 6 years for a new house bought an old, but expensive, house that needs fixing," mourns Lemery.

There are success stories too, of course. Lena Laramie had lived for years in a small old house without sanitary facilities. Her new home is now within view of the old home in Inchelium.

Darrell and Marilyn Carden said it was like Christmas all over again

when they signed the papers for their new home. "We were in a daze." The young couple and their four small sons had lived on their 167-acre farm in a one-room house, with no water, no plumbing, and one bare bulb in the middle of the ceiling.

The Cardens, and all the other families, were prepared to take good care of their new homes. Marie Bremner, the Ferry County Extension agent had seen to that.

Long before the houses were built, Bremner worked with the housing director and housing authority to plan and hold pre-occupancy training classes. She explained the contracts people would be signing and helped them learn how to live with features many families had never been exposed to before.

Nancy Michel, Cooperative Extension Service aide, will continue to make frequent visits to the families. As problems develop with the houses, Michel will see that the builders take care of

them. She is also available in case the tenants have any questions.

The housing authority has changed in membership during the past 6 years, except for Harvey Moses, director, and Lemery, secretary. New members are Walt Moomaw, chairman; Albert Orr, vice-chairman; Lula Auberton; and Earl Crofoot. New or old, they all agree their job has just started.

"We still don't have near the houses we need on the Colville Reservation," said Lemery. "We needed 450 houses, but that was back in 1971. By now we need another 450, even though we have 120 built. There are more jobs available on the reservation now so people are moving back."

"With the help of the Ferry County Extension Service, we'll just keep going back to HUD until we get all our housing needs taken care of. Almost buried in a mountain of paperwork, we almost gave up. But, we can't give up," she concluded. □



by
Jane Honeycutt
 News Editor
 Cooperative Extension Service
 Mississippi State University

"Pocket Watch—You can save a lot of money by doing some things yourself."

These opening lines of a jingle describe a statewide home economics program of the Mississippi Cooperative Extension Service (MCES), that's been going on for more than a year.

Pocket Watch is designed to help Mississippians live better, economically. Home economists say many simple repairs and home decoration jobs can be easily handled by family members with a minimum of training.

Launched by county Extension home economists in mid-1976, Pocket Watch activities and events attracted more than 48,400 people in the first phase of the program, which dealt with housing.

According to Frances Fortenberry, specialist in housing and equipment, "how-to-do-it" festivals were used to kick off the Pocket Watch program throughout the state.

"The housing festivals featured an array of resource instructors who presented ideas, tips, methods and detailed instructions, not only for saving money, but for getting those housing jobs done more conveniently and efficiently," Fortenberry said.

"Each county conducted programs to fit its individual needs,"

she continued. "Some conducted as many as 37 different activities in Pocket Watch."

Resource teachers for the program included: professionals, local do-it-yourselfers, business operators, and hobbyists.

Popular Pocket Watch sessions were those on plumbing and electrical repairs, home painting, energy conservation, making draperies, use and repair of appliances, and even remodeling a home.

One example, among outstanding Pocket Watch programs, was in rural Clarke County in east-central Mississippi. There all Extension Service staffers pooled their ideas and efforts to reach a variety of publics. These publics included 60 to 75 senior citizens who ate lunch daily at the National Guard Armory in Quitman, members of home economics classes, and members of homemakers' clubs.

This total staff effort, co-ordinated by Nancy Lewis, Extension home economist, included Bobby Fulcher, county agent; Stanford Qualls, associate county agent; Mable N. Thompson, associate Extension home economist; and Ronald Jones, 4-H youth agent. Under their expert leadership, area citizens learned how to repair furniture, cane chairs, refinish and reupholster

furniture, and make many minor electrical and plumbing repairs that helped save dollars.

One of the most unusual Clarke County events was a pre-Christmas tour featuring four types of homes. The informal, leisurely-paced bus tour gave participants many opportunities to ask questions about features in each home. A brochure outlined what to look for.

"The Pocket Watch program is the first of its kind in Mississippi," Fortenberry said. "We have a wealth of teaching and support materials and the full cooperation of volunteer teachers and educators. Thanks to Pocket Watch, thousands of Mississippians have learned simple home repairs at 650 meetings."

Records from Mississippi county home economists on this first phase of Pocket Watch showed:

- 346 newsletters reached 89,000 people
- 1,004 newspaper articles reached more than 590,000
- 1,966 radio broadcasts had a potential audience of 2½ million
- 80 TV programs reached a potential 800,000.

In April 1977, Pocket Watch shifted emphasis to food and nutrition, and in 1978 will go on to feature clothing.



people and programs in review

Expanded National 4-H Center Dedicated



Shirley Ann Goodnight, 4-H'er from Greensboro, North Carolina, presents Caroline (Mrs. J.C.) Penney with a plaque for the contributions that the Penneys have made to 4-H and the expansion of the National 4-H Center.

"If one builds for a decade, one cultivates a tree; if one builds for a century, one cultivates men and women," Caroline Penney told the 850 people attending the dedication ceremony commemorating completion of the expansion of The National 4-H Center in Washington, D.C. This quote was one of her late husband's favorite expressions. She also added, "This building (J.C. Penney Hall) is not a memorial to Mr. Penney—it is an extension of his life and interest in 4-H."

Other buildings dedicated at the September ceremony were: The W.K. Kellogg Hall presented by Russell G. Mawby, president, W.K. Kellogg Foundation; and the McCormick Hall presented by Brooks McCormick, chairman of the board and chief executive officer, International Harvester Company.

The program included remarks by: James Nielson, deputy assistant secretary of agriculture; J. C. Evans, vice chairman, board of trustees, National 4-H Council; Charles Lifer, chairman, 4-H subcommittee, ECOP; E. Dean Vaughan, assistant administrator,

4-H/Youth, ES-USDA; and 4-H members Kathryn Ann Bettenhausen (Illinois), William Dodson (Virginia), and Shirley Ann Goodnight (North Carolina). Omer Voss, chairman, board of trustees, National 4-H Council, was master of ceremonies.

A commemorative mural depicting "Head, Heart, Hands, Health," by artist Dean Fausett, was dedicated to J.C. Penney and 4-H.

Americans and Soviets Complete Second Exchange Program

The warmth and friendliness of the Soviet people, the great size and expanse of their farms and machinery are some impressions of the U.S.S.R. that 14 young American agricultural specialists shared at a press conference when returning in September after 3 months in the Soviet Union.

The group spent 3 months at the National 4-H Center studying the language, agriculture, and culture of the Soviet Union before departing in early June. During their stay, they participated in seminars at Byelorussia Agricultural Academy, and then lived and worked on state and collective farms in the Crimea and Byelorussia areas.

Their counterparts, 14 Soviet agricultural specialists returned to the Soviet Union on August 30 after a 3-month visit in the United States, which included participating in a month-long academic program at the University of Minnesota and living and working on host farms in six states.

The exchange program is conducted in the United States by the National 4-H Council on behalf of the 4-H program of the Cooperative Extension Service. The Ministry of Agriculture is the sponsor in the Soviet Union.